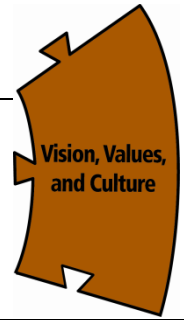


Characteristic I: Vision, Values, and Culture

The district's focus on vision and mission, communication with stakeholders, partnerships with community agencies/ organizations, and promotion of positive school culture, results in learning environments that are focused on student learning and success in low-performing schools.



DEFINITION	INDICATORS OF DISTRICT SUPPORT			
	Leads to Continuous Improvement and Institutionalization	Leads to Effective Implementation	Raises Awareness	Minimal, Absent, or Ineffective
<p>1.1 DISTRICT VISION AND MISSION:</p> <p>The district's <i>vision</i> provides a collaboratively developed descriptive picture of a district's preferred future. The district's <i>mission</i> is a collaboratively developed description of how the district will achieve its vision. Together the vision and mission guide district and school practices, policies, and goal development, resulting in increased student achievement.</p>	<p>The district's low-performing schools have the capacity to lead school improvement using the district's vision and mission. There is an ongoing process to support the link between the district's vision and mission and school improvement efforts.</p>	<p>The alignment of the district's vision and mission with district and school practices and policies results in increased student achievement in the district's low-performing schools. Stakeholders are knowledgeable and supportive of the district's vision and mission.</p>	<p>There is evidence that some alignment exists between district and school practices and policies, and the vision and mission in the district's low-performing schools, but it is inconsistent. There is some evidence of collaboration and communication with stakeholders in building the vision, but it is not systematic.</p>	<p>There is little or no connection between the district's vision and mission and district practices, policies, and goals. Few stakeholders are aware of the district's vision and mission.</p>
<p>1.2 DISTRICT COMMUNICATION WITH STAKEHOLDERS:</p> <p><i>District Communication with Stakeholders</i> is a key strategy to foster two-way communication between stakeholders and the district, by systematically sharing information and working collaboratively to achieve the district vision and mission. Stakeholders include students, parents, community members, university partners, staff, the Board of Education, and others. Parents/families are considered to be full partners in their child's education.</p>	<p>The district supports ongoing, systemic, formal two-way structures for communicating and collaborating with key stakeholders in its low-performing schools. These structures are assessed for their effectiveness, and continuous improvements are made. Parents are actively involved and knowledgeable about district/school practices that support the needs of all students.</p>	<p>The district has formal, two-way structures for listening and communicating with stakeholders in its low-performing schools that result in meaningful feedback and building positive relationships. Parents/families may be involved in some school practices, but their involvement may be inconsistent or not tied to strategies that will have an impact on student learning in low-performing schools.</p>	<p>The district has an initial plan or informal structures in place to address communication with stakeholders about its low-performing schools, but these structures provide few ongoing opportunities to gather feedback, input, or updates from stakeholders.</p> <p>Involvement of parents/families is sporadic or not tied to student learning and achievement.</p>	<p>The district has no formal structures for listening to and communicating with stakeholders about its low-performing schools. There are few opportunities to involve parents/families in meaningful ways to support student learning and achievement.</p>

	Leads to Continuous Improvement and Institutionalization	Leads to Effective Implementation	Raises Awareness	Minimal, Absent, or Ineffective
1.3 DISTRICT COMMUNITY PARTNERSHIPS: <i>District Community Partnerships</i> enhance the achievement of students by providing external resources that benefit the district and its low-performing schools.	Partnerships between district and community agencies/ organizations are structured, self-sustaining, and continuously developing with a focus on increasing student performance in the district's low-performing schools. Partnerships are assessed for their impact on student/school success and are responsive to changing needs.	Partnerships between district and outside community agencies/organizations assist with aspects of student learning and success, resulting in increased student performance in the district's low-performing schools.	The district has fragmented or informal partnerships with outside resources and community agencies/ organizations with little focus on addressing needs of the low-performing students and schools.	The district has limited or nonexistent partnerships with outside resources and community agencies/ organizations to better meet the needs of the low-performing schools.
1.4 DISTRICT PROMOTION OF POSITIVE SCHOOL CULTURE: <i>District Promotion of Positive School Culture</i> reflects the norms, behaviors, and practices of a district that ensure staff, students, and parents/families are connected and valued.	The district's processes to promote positive school culture result in clear, operational procedures that are integrated into daily practice in its low-performing schools. The values that support the learning and success of students are evident throughout the school.	The district has processes that effectively promote positive school cultures in its low-performing schools through communication, interaction, respect, and high-quality learning environments. School norms, behaviors, and practices result in improved relationships that benefit students in its low-performing schools.	The district has an inconsistent or unevenly applied process to effectively promote positive school cultures in its low-performing schools.	The district has limited or nonexistent processes to effectively promote positive school cultures in its low-performing schools.
1.5 DISTRICT SUPPORT FOR SAFE LEARNING ENVIRONMENTS: <i>District Support for Safe Learning Environments</i> are the district's plans, programs, and strategies that include behavioral expectations and consequences for actions, as well as knowledge and skills needed by students and staff to promote safe physical, emotional, and social environments.	The district's procedures that ensure safe and orderly environments are embedded within daily practices at the district's low-performing schools. Data analysis and ongoing assessment are used to continuously improve safe learning environments.	The district's processes for ensuring safe and orderly environments in its low-performing schools lead to maximized student learning and staff effectiveness.	The district's implementation of procedures to ensure safe and orderly environments in its low-performing schools is inconsistent, incomplete, or ineffective.	The district lacks procedures to prevent violence, foster a drug-free environment, and/or create a safe learning environment in its low-performing schools.